



STANDARDS AND THE PARCC ASSESSMENT

A New State Test



During this session we will:

- Understand the history behind Colorado's Academic Standards
- Take a peek at the new assessments adopted by the state:
 - The PARCC: Partnership for Assessment of Readiness for College and Careers
 - English/Language Arts: Grades 3-5
 - Math: Grades 3-5
 - CMAS: Colorado Measure of Academic Success
 - Social Studies (4th Grade)
 - Science (5th Grade)

A brief history of the standards movement:

- **1980s: Outcome Based Education**
 - Schools and districts identified what skills students should master upon the completion of high school.
 - Each grade level developed "outcomes" for students to master on the way to graduation.
 - Complete local control of educational outcomes
- **Early 1990s: Early Standards Movement**
 - Colorado Department of Education (CDE) began to standardize the outcomes by developing model content standards for grade levels.
 - Districts could adopt the models or develop their own standards.
- **Late 1990s: Beginning of the Assessment Movement**
 - CDE continues to strengthen and develop the content standards.
 - CDE begins to roll out the first generation of assessments designed to measure students' attainment of the standards: CSAP is born

A Brief History Continued...

- **2001: No Child Left Behind (NCLB): Reauthorization of the ESEA Act of the 1960s**
 - NCLB is a federal program mandating that all students are proficient in reading, writing, and math by 2013
 - States were required to assess students using state developed assessments. Colorado continued to roll out CSAP assessments.
 - School districts were required to demonstrate "adequate yearly progress" towards the goal of all students being proficient by 2013
 - Colorado began revising the state standards in 2009
- **2009: NGA and the Common Core**
 - The National Governor's Association identified a need for more cohesive national educational standards in language arts and math; the common core.
 - Colorado was one of six states asked to provide feedback on the standards and embedded the common core into the Colorado state standards in 2010.
 - The CSAP transitioned to the TCAP: Transitional Colorado Assessment Program

Colorado Content Standards

- Design Principles
 - Created to provide a road map to help ensure students are successful in college, careers, and life.
 - Aimed at improving what students learn in ten different content areas: health and physical education; dance; drama and theater arts; mathematics; music; reading, writing and communicating; science; social studies; visual arts and word languages.
 - Constructed backwards starting from graduation.

- Ultimate Goals:
 - To develop concepts through inquiry, critical thinking, and creativity: Rigor
 - To include real world scenarios that require individual and group problem solving
 - To require the transfer of knowledge, concepts, and skills across situations and contexts.
 - To facilitate working, thinking, talking, arguing, as mathematicians, artists, scientists, readers/writers and historians.

A Brief History Continued...

■ 2014: PARCC and CMAS

- Colorado Department of Education elected to utilize the PARCC (Partnership for Assessment of Readiness for College and Career) to measure students' attainment of the new and revised content standards.
- The PARCC assessment will be administered this year to students in grades 3-5.
- Colorado also began administering the CMAS (Colorado Measure of Academic Success) for science and social studies last year.

Why is it necessary to assess students using standardized assessments?

- Quality assessments are critical in ensuring that students are learning what they need to learn (the standards) to be well prepared for the future.
- Assessments aligned to the standards give schools the data necessary to make sure the curriculum is getting the job done.
- Finally, teacher evaluations are composed of assessment data, including state assessment results. SB 191 requires schools to use assessment data for 50% of a teacher's evaluation. This will be fully implemented by 2016.

What Other Assessments Do We Use?

- State Required: Teaching Strategies Gold: Assesses developmental domains for children in preschool- kindergarten: year 2
- State Required: Dynamic Indicators of Basic Early Literacy Skills: DIBELS Grades K-3. Not required for grades 4-5. Teachers request for DES
- State Required: Colorado Measure of Academic Success: PARCC (3-5) and CMAS Science (5th) and CMAS Social Studies (4th)
- Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAPS) testing: Grades K-5. Teacher and parent preferred. Given three times a year to measure student growth.

What is PARCC? **Priority Purposes of PARCC Assessments**

1. Determine whether students are **college- and career-ready** or on track
2. Assess **the Common Core Standards**, including standards that are difficult to measure
3. Measure the **full range of student performance**, including the performance high and low performing students
4. Provide **data during the academic year** to inform instruction, interventions and professional development
5. Provide **data for accountability**, including measures of growth
6. Incorporate **innovative approaches** throughout the system

Create High Quality Assessments

- Summative Assessment Components:
 - **Performance-Based Assessment (PBA)** administered as close to the end of the school year as possible. The reading and writing PBA will focus on writing effectively when analyzing text. The mathematics PBA will focus on applying skills, concepts, and understandings to solve multi-step problems requiring abstract reasoning, precision, perseverance, and strategic use of tools
 - **End-of-Year Assessment (EOY)** administered after approx. 90% of the school year. The English Language Arts will focus on reading comprehension. The math EOY will be comprised of innovative, machine-scorable items.

Maintain High Expectations for Students

■ ELA/Literacy

- Read sufficiently complex texts independently
- Write effectively to sources
- Build and present knowledge through research

■ Math

- Solve problems: content and mathematical practice
- Reason mathematically
- Model real-world problems
- Have fluency with mathematics

Develop 21st Century, Technology-Based Assessments

PARCC' s assessment will be computer-based :

■ Item Development

- Develop innovative tasks that engage students in the assessment process

■ Administration

- Reduce paperwork, reduce shipping/receiving & storage
- Increase access to and provision of accommodations

■ Scoring

- Make scoring more efficient by combining human and automated approaches

■ Reporting

- Produce *timely* reports of students performance throughout the year to inform instructional, interventions, and professional development

Advance Accountability at All Levels

- PARCC assessments are designed to generate **valid, reliable and timely** data, including measures of **growth**, for various accountability uses including:
 - School and district effectiveness
 - Educator effectiveness
 - Student placement into college-credit bearing courses
 - Comparisons with other state and international benchmarks

Sample Items

- <http://www.parcconline.org/samples/item-task-prototypes>
- <http://parcc.pearson.com/sample-items/>

Resources

- <http://www.cde.state.co.us/>
- <http://www.cde.state.co.us/resourcesforparents>
- <http://www.cde.state.co.us/standardsandinstruction/guidestok5standards>
- <http://www.parcconline.org/about-parcc>
- <http://parcc.pearson.com/sample-items/>